A Common Core Top Ten: 6-12 ELA Secondary Template

Purpose: Please use this guide to examine the design of your existing instructional plans so that all students not only have access to the content, but can produce <u>increasingly better</u> work and <u>talk about **how** they made their work better</u>. (*CCR: College & Career Readiness Standards)

INQUIRY-BASED QUESTIONS for Designing differentiated instruction for English proficiency levels,	TEACHER REFLECTION: Annotations and
gifted and special needs students in every classroom.	alternative resources
1. What will students be able to know and do after this instruction? (Student performance/student	
learning outcome)	
2. What is the key concept or essential question that introduces the lesson or instructional unit?	
3. What rubric or assessment is developed so that students know what quality of work is expected?	
4. How does this lesson or unit build on prior knowledge, experience, and skills of the students?	
5. How does the lesson support students in using a wide range of resources, including digital and	
multi-media, to produce quality work based on credible sources?	
6. What kind of publishable writing is supported by this lesson:	
a) persuasion transitioning to argumentation: Write arguments to support claims in an analysis of	
substantive topics or texts, using valid reasoning and relevant and sufficient evidence (CCRS).	
b) explanatory: Write informative/explanatory texts to examine and convey complex ideas and	
information clearly and accurately through the effective selection, organization, and analysis of	
content.	
c) narrative: Write narratives to develop real or imagined experiences or events using effective technique,	
well-chosen details, and well-structured event sequences.	
7. What multiple texts (both narrative and informational) will support a wide-range of students to	
demonstrate their understanding of the concept in a student performance (such as written work or	
presentation)?	
8. What are the instructional strategies that will support students in developing the skills of	
listening, speaking, and collaborating with other students to produce quality work?	
9. How will students assess their own work and get feedback from others to make their work	
better?	
10. When and in what structure (example: PLC, grade level team, department mtg.) will you	
examine the student work from this lesson/unit and discuss with colleagues ideas for adjusted	
instruction?	

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